

C
S2240 I.
1917/18
✓

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

St. Olaf College Bulletin

VOL. XIII

DECEMBER, 1917

NO. 4

PUBLISHED QUARTERLY BY THE FACULTY OF ST. OLAF COLLEGE,
NORTHFIELD, MINNESOTA.

Entered Oct. 1, 1904, at Northfield, Minn., as second-class matter,
under Act of Congress of July 16, 1894.

The St. Olaf College Bulletin is sent gratuitously to all who apply for it.

The Work of the Departments.

The heads of the various departments at St. Olaf College use this issue of THE BULLETIN to set forth briefly the work which each department does in contributing to the intellectual upbuilding of the young men and women that come to the institution for their educational training. Short articles to that effect are presented below in the alphabetical order of the subjects treated.

Department of Biology.

Every person ought to have some definite knowledge of life and the functions of living organisms. Life as it actually exists and manifests itself is understood only after a scientific study of the topics involved in biology. The study may be theoretical or practical. The theoretical part deals with topics such as the theories of evolution, the theories of heredity, the theories of diseases and their prevention, and other topics of equal importance. The practical part should give an idea of the structures of the living forms, the functions of the various parts, and the manner in which the living organisms should be dealt with in order to secure the greatest benefits from their existence. Our courses are based on these general propositions.

The courses in botany deal with the general principles of plant life (morphology and evolution), the reactions and life functions of plants (plant physiology), the relations of plants to

their surroundings (plant ecology), and a practical course in economic botany, dealing mainly with the crop plants and their production.

The courses in zoology deal mainly with the different types of animals and their relations and evolutions. Special topics such as evolution, parthenogenesis, differentiation of cells, economic importance of insects, and other topics are given. Comparative anatomy deals with the similarity of structure and development in animals, and the evolutionary processes by which this has been accomplished. Practical topics, such as fish propagation, bird protection, and other topics are inserted. Human physiology is made as practical as possible, and deals with diseases and their methods of prevention and control. A short course in bacteriology is also offered, dealing mainly with the forms of bacteria that are of importance in everyday life. The general tendency in these courses is to make them as practical as possible.

Department of Chemistry

At the present time there is perhaps no science which offers the opportunities of chemistry. In the past we have depended to a large extent on the nations now at war for chemical products. Since the war started, enormous chemical industries have developed in this country. They will without doubt continue to develop and, once established, will continue to operate in competition with the chemical industries of Europe after the war. There is no question but that there will be a big demand for chemists in the future.

Chemistry is a prerequisite for the study of medicine and home economics, and is essential for the study of most of the other sciences.

St. Olaf College offers four years of work in chemistry. This gives a good foundation in general inorganic, organic, and analytical chemistry. A student taking the four years of work should be well fitted to take up graduate work in some specialized field of chemistry. In the Freshman year a course in general inorganic chemistry is given. This is followed in the Sophomore year by a course in applied chemistry which takes up the various applications of chemistry to daily life. Qualitative analysis is given the second semester. In the Junior year organic is given

and in the Senior year quantitative analysis. A teachers' course is given for those who intend to teach.

Department of Christianity.

Every college graduate should be equipped in our day with a knowledge of Christianity, its foundations, its teachings, and their relation to contemporary thought. Accordingly, this department at St. Olaf College aims first to give the student a knowledge of the Bible thru such study of the contents of important individual books of the inspired text as may be practicable, and such attention to questions of introduction and historical setting as may help throw light upon the Divine Word. Elementary texts in Old and New Testament introduction are used with the study of the text itself. Next church history is offered, that the student may acquaint himself with the relation of this most important element to the development of civilization. No one can have an adequate idea of the advance of human society and the laws of its progress who is ignorant of the history of the church. And finally, in the Junior and Senior years, courses are offered in Christian doctrine, Christian ethics, apologetics; also special courses in Scripture study. Thus the student may acquaint himself with the relation of Christianity and its teachings to modern life and its problems. Each class is divided into sections according to its size in order to facilitate work. The department further seeks to co-operate with the student mission committee in arranging volunteer mission study. A faculty committee likewise seeks to co-operate with the student body in all lines of Christian activity, and of work for missions, home and foreign, as well as for the church.

Department of Domestic Science.

The department of domestic science aims to meet the needs of students who wish to study the principles and processes involved in the science and art of home-making. It offers courses in foods and cookery, in household management and dietetics. Its courses deal largely with practical home problems confronting the average housekeeper in the kitchen, in the storeroom, in the dining room, in the sickroom. They suggest ways and means whereby to manage the income economically, to arrange the housework systematically, and to furnish the home artistically

and tastefully. Their nature is such that every girl who has taken them, no matter what her future plans may be, will find herself more efficient and useful than she possibly could have been had she not taken these courses. Plans are being considered for introducing additional courses in domestic science, the taking of which will also enable the student who has completed them, to teach the subject in elementary and secondary schools.

Department of Education.

This department offers instruction in the educational subjects generally required for teaching in high schools. The following courses are given: (1) Educational psychology of behavior, dealing with the sources of human behavior, the learning process, and the causes of abnormalities. (2) Educational psychology of thinking, dealing with the characteristics, development, and tools of thinking. (3) Principles of teaching, treating of the aims, means, methods, and measurements of teaching. (4) Technique of teaching, in which consideration is given to the specific methods of efficient management of pupils and conduct of recitations. (5) School organization and administration, dealing with the present organization of high schools and their principal administrative problems. (6) History of education, giving the historical perspective of some of the important current educational questions.

In addition to the general courses, special teachers' courses are offered in the principal high school branches. Practice teaching is provided for a limited number who wish to comply with the special requirements in Minnesota.

Department of English.

Some one has said that a college course must teach a student to know something, to do something, and to be something. The elements may be designated respectively as the scientific, the practical, and the cultural. According to this scheme the student should (1) lay up a treasure of well-ordered information, and develop a love of knowledge for its own sake; (2) submit to rigorous training in order that thru the discipline of his powers he may achieve high capacity for practical efficiency; (3) seek contact with the great minds and ideas of the past so that

he may gain the emancipation of his spiritual nature, and thus emerge as a free personality.

These three values find ample emphasis in the courses in English as they relate themselves to the demands of a liberal education. I. The student will acquire a knowledge of the history of English literature, of the historical events which shaped and influenced this literature, of the history of linguistic development from Old English to Modern English—in brief, a knowledge of the main elements in Anglo-Saxon culture and civilization. II. The courses in composition and public-speaking are designed to afford the student an opportunity to acquire the habit of correct expression both in writing and speech. The writing of essays is a regular part of the advanced courses in literature, and this affords practice in collecting and arranging material on a large scale. Extra-curriculum activities, such as debating, oratory, and the publication of the college weekly, offer facilities for special training. III. The third may be called the cultural or humanistic aspect. Literature is the emotional record of the spiritual history of the race. It reflects human nature, and appraises the experiences and evaluates the facts of life. As such it enlarges the spiritual horizon of the student, widens the range of his sympathies, keeps before him constantly the vision of the ideal, and helps him to a clearer realization of himself in that it supplies means for the spontaneous expression of his own inner life.

Department of German.

Modern language study is recognized by all leading educators as contributing a vital part to the liberal education of the individual. This contribution is made thru the study of a people, its language and literature. The first step in the study of a language will then be, to learn to read it understandingly. In planning its courses the German department has always kept this aim in view. The method of instruction used in the elementary courses, emphasizes correct reading, speaking, a thoro inductive study of grammar, and essay-writing. Advanced courses are offered to acquaint the student with the history of German literature and the most important literary movements, and opportunity is given to make a careful study of the masterpieces. A course for students who expect to study medicine or any of the other sciences,

is given every year. A teachers' course is provided for students who have taken sufficient advanced work, and who show a fair ability in the use of the language. The library contains a good collection of the best authors and books of criticism necessary for the pursuance of any of the courses offered.

Department of Greek.

The study of Greek is begun in the Freshman Class. The greater part of the first year is spent on the elements of inflection. Towards the end of the year the story of the expedition of Cyrus into Persia as told by Xenophon in the *Anabasis* is taken up for consecutive reading. This account is continued the second year and is followed by the defense of Socrates before his judges as presented by Plato in his *Apology of Socrates*. In the third year the wishes of those who elect the work will be consulted as to selection of texts. Usually a course in New Testament Greek is given. One of the gospels and selected epistles are read with particular reference to the peculiarities of the language of the *New Testament*.

The course as thus outlined is designed to meet the wants of prospective theological students and of others who wish to gain some first hand knowledge of the language, literature, and institutions of the ancient Greeks.

Departments of History and Economics.

The work of the department of history, economics, political and social science is directly and intimately connected with the various problems of citizenship and public life in which every thoughtful and progressive man and woman should be interested. No one in these days can afford to be ill informed concerning our national traditions, our forms and methods of government, our world relations, our economic interests and opportunities, and our great social reforms. Nor can we disregard the present and past history of the other great nations of the world, with which we are daily coming into more intimate relations.

Our courses aim to give accurate and practical information along these lines and also aim to develop that sense of responsibility, service, and public spirit which makes the good citizen and the successful leader in all progressive movements.

That there is at present a promising future for the college trained man and women in public office and social service, no one will deny. Appointment according to merit and preparation is rapidly taking the place of political influence. Our various bureaus and commissions, our consular and diplomatic service, and the various forms of trained social service open new careers for those with adequate training. Our great businesses will in the future call for men of broad economic knowledge, and the business of municipal administration is inviting the college graduate.

For the understanding of the life and the problems of our present age for broadening our vision, developing our judgment, and deepening our sympathies, the historical sciences undoubtedly stand in the front rank of college studies and should be pursued by every one, regardless of the special profession for which he may be preparing.

Department of Latin.

The work in this department is planned to meet the needs of two classes of students—those who present the regular four years for entrance and those who come without any previous training in Latin.

For the latter class a two years' course is offered, covering the elements of the language and selections from authors usually included in a high school curriculum. Those who satisfactorily complete this course may continue the subject in the regular Freshman Class.

In the regular college classes the aim of the department is three-fold: to enable the student to read and appreciate Latin literature in the original, thereby also to attain a better understanding of the causes which produced the civilization upon which our own civilization is based; to meet the needs of students who are preparing to enter upon the study of theology or plan to pursue graduate studies in the classical languages: to prepare those who intend to teach Latin in high schools.

These aims are sought attained by means of class room instruction, outside reading, and special lectures dealing with Latin language and literature, Roman history and antiquities.

Department of Mathematics.

The study of mathematics, so far as its aims and purposes are concerned, may be practical and it may be cultural.

One of the striking characteristics of our time is the wonderful progress and development that has been made in the technical arts. New discoveries have been made almost from day to day, with steam, with electricity, and with radio-activity. The part mathematics has played in this development cannot be overestimated; it has always been the forerunner of scientific progress and the guarantor of definite and sure results. At this particular time, when our country stands in special need of well-trained men in all the various branches of technical and scientific studies; in engineering, in surveying, in railroad construction, in navigation, etc.,—the importance of mathematics in the college curricula is at once recognized.

The courses given in mathematics at St. Olaf College are those usually given at college and furnish the most powerful tools for effective and intensive scientific investigations and pursuits.

The chief value of mathematics as a disciplinary study lies in the fact that it is pre-eminently well suited to the development of mental strength. "It claims more from the reasoning power and less from memory." "It is a systematic training in reasoning and not an imparting of information." And it is this development of power that constitutes the chief aim of education.

Department of Music.

The art of music is gradually gaining recognition as a valuable means for cultural and educational development both in the Church and in the State.

The Church is cultivating the art of music thru its organists, choir directors, and educational institutions; the State, thru its public schools, colleges, and universities. All such institutions raise the standard of requirements and employ proficient teachers.

St. Olaf College meets the demand for trained music teachers, organists, and choir directors thru a well established department of music where all branches of theoretical and practical music are taught. The college provides four-year courses in music running parallel with the classes in the college of arts and literature.

Three teachers cover the subjects of harmony, counterpoint, fugues, composition, history, analysis, sight-singing, and public school music; four teachers, piano; two, voice; one, violin, and one, organ.

The courses to be taken for obtaining a teacher's certificate or the degree of bachelor of music are found in the college catalog. Several musical organizations are maintained to cultivate a musical atmosphere at the institution: The St. Olaf Concert Band with its preparatory band, the St. Olaf Choir and the second choir, and the St. Olaf Orchestra. The Euterpean Club is a society of music students and other students taking music who give bi-weekly programs.

Department of Norwegian.

We believe that every child of Norwegian parentage, as far as possible, ought to learn the Norwegian language. And especially do we believe that every student of Norwegian parentage that enters St. Olaf College, or any other school of the same type, ought to avail himself of the opportunity the institution offers for learning Norwegian. For several reasons—do we think so, but shall here call the attention only to the following three: 1—A knowledge of Norwegian will be of a great *practical* value to the student, no matter what his position in life may be. The truth of this assertion, we think, is self-evident. 2—The study of the language, literature, and history of the people from which we have sprung, will, in the very nature of things, give us a better knowledge of ourselves and do more for promoting a natural development of all our faculties than the study of a more remote people's language and literature possibly can do. 3—A fair knowledge of Norwegian opens the door to not less than three literatures: the Norwegian, the Danish, and the Swedish, and something like a year more of study would open the door even to a fourth—Old Norse.

St. Olaf College has, therefore, taken great care in trying to arrange its program in such a way as to be able to meet the needs of everybody. We have three series of courses:

1. The regular course of four years is based on an academy course in Norwegian of two or two and one-half years, which is also open to other students who have an equivalent preparation

in Norwegian. Also a one-year course in Old Norse is offered.

2. The special course of two years is intended for students that can speak the Norwegian language more or less fluently, but have not made any study of it. In the third year such students join the third year's class of the regular course.

3. The beginners' course of two years is for students that have no knowledge of Norwegian. The third year they join the sub-Freshman Norwegian, which has been planned for students that have completed a two-year course of Norwegian at some high school. The fourth year they join the Freshman regular or the Sophomore special.

The above is what the school offers in Norwegian; but only one year is required.

Department of Philosophy and Psychology.

Four different courses are offered in this department: Psychology, history of philosophy, logic, and modern schools of philosophy. Psychology and history of philosophy continue thruout the year, while the others are half-year subjects. Attempts will be made in all of these courses to relate the principles discovered to life and its insistent problems as fully as possible. In our day with its constantly increasing demand for greater proficiency along all lines of human endeavor, it stands to reason, that the problems connected with the human mind and the way it works should be urging themselves upon the attention of the educator with increasing force. The professional man, the business man, the industrial leader—all find a fair and adequate knowledge of the human mind indispensable to their chosen calling. Psychology is, therefore, no longer regarded as an abstract, impractical branch of learning, but wholly related to life and its every-day problems,—in brief, it is practical.

We are also beginning to discover more fully the truth of the adage: "As a man thinketh, so he is." Perhaps we are even extending that unconsciously to apply to the nation or the race. Prevalent modes of thought with a nation may have a great deal to do with its perverseness or its rectitude. It is borne in upon us, therefore, that certain forms of thinking steadfastly adhered to by the molders of public opinion may suffice to make or mar a nation. It is obvious then that a person who is endeavoring to get a

liberal education ought not be unmindful of the importance of a study that deals with the foremost efforts made by the keenest intellects thru the ages to obtain a comprehensive view of existence. Discovering where such thought has been in error and finding out in what instances it has been wholesome, should give a person balance in his thinking.

Above all, the aim of the study shall be to arouse in the student a wholesome interest in life's deepest problems and lead him to discover for himself both the scope and the limitations of the human intellect.

Department of Physical Education.

MEN'S DIVISION.

In the department of physical education, every student is given a physical examination before he is allowed to take any kind of exercise. Students whose condition contraindicates the regular work, are placed in a special class for individual training.

The work of the department is classified under hygienic body building; educative, recreative, and corrective gymnastics.

During the indoor season the Freshmen, Sophomores, and Juniors, are required to take two hours of training a week, in class work consisting of calisthenics, apparatus work, and competitive games.

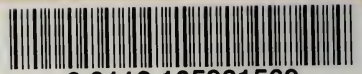
At other seasons of the year these periods are used for some outdoor elective sport. Recreative games, such as Rugby football, soccer, volley ball, indoor and outdoor baseball, tennis, basketball, and other games are played.

Interclass tournaments are held in almost all sports and suitable trophies are awarded the winners.

St. Olaf College is a member of the Minnesota-Dakota Intercollegiate Conference, and competes with teams of the Conference in all branches of athletics.

A gymnasium team consisting of eighteen members, is entered yearly in the Northwestern Gymnastic Tournament at Minneapolis.

A normal teachers' training course is conducted, where the men are instructed in the theory and practice of gymnastics, athletics, and games. From this class a leaders' squad is developed,



3 0112 105931569

and the men are given practice in taking charge of the work of this department.

Several members of the training class accepted positions as playground instructors at Minneapolis during the summer of 1917.

Department of Physics.

Physics is an important science, being fundamental to the other natural sciences and a prerequisite for the proper preparation to take up any of the many branches of engineering or for the study of medicine.

To meet the needs of those who plan to enter these fields as well as those who wish to teach sciences in secondary schools, three years are offered: One year of general college physics with the usual laboratory work, one year mechanics and heat, one year electricity and light, and a half-year teachers' course for those who intend to teach high school physics. The second and third years consist largely of laboratory work.

Department of Romance Languages.

Instruction is given in French and Spanish. At the present time two or three years of French and two years of Spanish are offered.

The courses offered have for their object to serve as an introduction to the life and literature of the countries represented; to help the student to acquire linguistic ability that at the present time is especially valuable; to prepare for intellectual pursuits that require the use of French and Spanish; and to furnish the general discipline that all linguistic and literary studies afford. French has always been an important element in a college education, and its value in general culture cannot be overestimated.

Spanish, besides opening up to the student a literature as rich and varied as that of any modern language, has a constantly growing value as a business asset, due to our extensive and increasing commercial relations with the Spanish speaking countries of Central and South America. Its study should therefore be encouraged.